FRANCISCAN MISSIONARIES OF OUR LADY UNIVERSITY

SCHOOL OF NURSING

Undergraduate Nursing Student Handbook

Fall 2025 – Summer 2026

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INTRODUCTION

This handbook serves as a guide to inform students of the nursing policies, procedures, and expectations of undergraduate nursing students at Franciscan Missionaries of Our Lady University. Failure to read this handbook, the University Student Handbook, and the University Catalog does not excuse the student from any of the policies described in these publications. In the event that policies and procedures in this Undergraduate Nursing Student Handbook are different from those posted in University publications, this handbook supersedes those in other publications.

Information contained herein, and any other information conveyed to the student, is subject to change at any time by authority of Franciscan Missionaries of Our Lady University. The policies in this handbook are subject to revision at any time during the effective period of this handbook as determined by the School of Nursing. When such changes are made, students will be properly informed of those changes via electronic communication modes (e. g., University Web site, e-mail, and Moodle).

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SCHOOL OF NURSING PHILOSOPHY

The philosophy of the School of Nursing flows from the mission of Franciscan Missionaries of Our Lady University. Inspired by the vision of St. Francis of Assisi and the tradition of the Roman Catholic Church, the School of Nursing ascribes to the belief that all individuals are created by God and should be treated with dignity and respect. To this end, the School of Nursing facilitates the educational development of professional nurses within an educational climate of honesty, respect, inquiry, creativity, and collaboration.

The faculty believes that learning is an active, student-centered process that involves both formal education and life experiences providing opportunities for each individual to develop to his/her greatest potential. Students assume primary responsibility for learning while faculty provides opportunities for knowledge acquisition and professional role development. The educational process facilitates the development of each person's potential and promotes cultural competence, assimilation of ethical principles, and civic engagement.

Undergraduate nursing education builds on a foundation of liberal education in the arts and sciences. The baccalaureate program establishes a solid foundation for graduate education while preparing competent, self-directed nurse generalists who can assume leadership roles in the delivery of holistic, evidence-based, and professional nursing care across the health continuum. These nurse generalists are privileged to serve patients at their most vulnerable times, while recognizing that clinical judgments are based as much on values and ethics as they are on science.

The graduate nursing programs build on baccalaureate education. A primary goal of graduate nursing education is to ensure that each student acquires the ability to analyze, synthesize and utilize knowledge to advance the practice of nursing. A hallmark of graduate education at Franciscan Missionaries of Our Lady University is the promotion of ethical and spiritual values, in addition to scholarly exploration of theoretical and clinical concepts. In preparation for advanced clinical practice, the graduate nursing programs allow students to utilize research and quality improvement methods while incorporating contemporary technology and interprofessional collaboration.

Implicit in the discipline of nursing is the awareness of an ever-changing health care environment and a sensitivity to the influences of a changing society. Nursing is dynamic and fluid, continually evolving and responding to these changes. As a result, nursing requires a commitment to life-long learning which leads to the optimal development of both the discipline of nursing and the individual practitioner.

Approved 3-5-12, revised 5-21

CONCEPTUAL MODEL

Graduate Nursing

Undergraduate Nursing

Across the Lifespan *Individual to Population*

Holistic Caring

Professional Nursing **Health Continuum**

Student-Centered Experience

Liberal Education Franciscan Values

Global Health
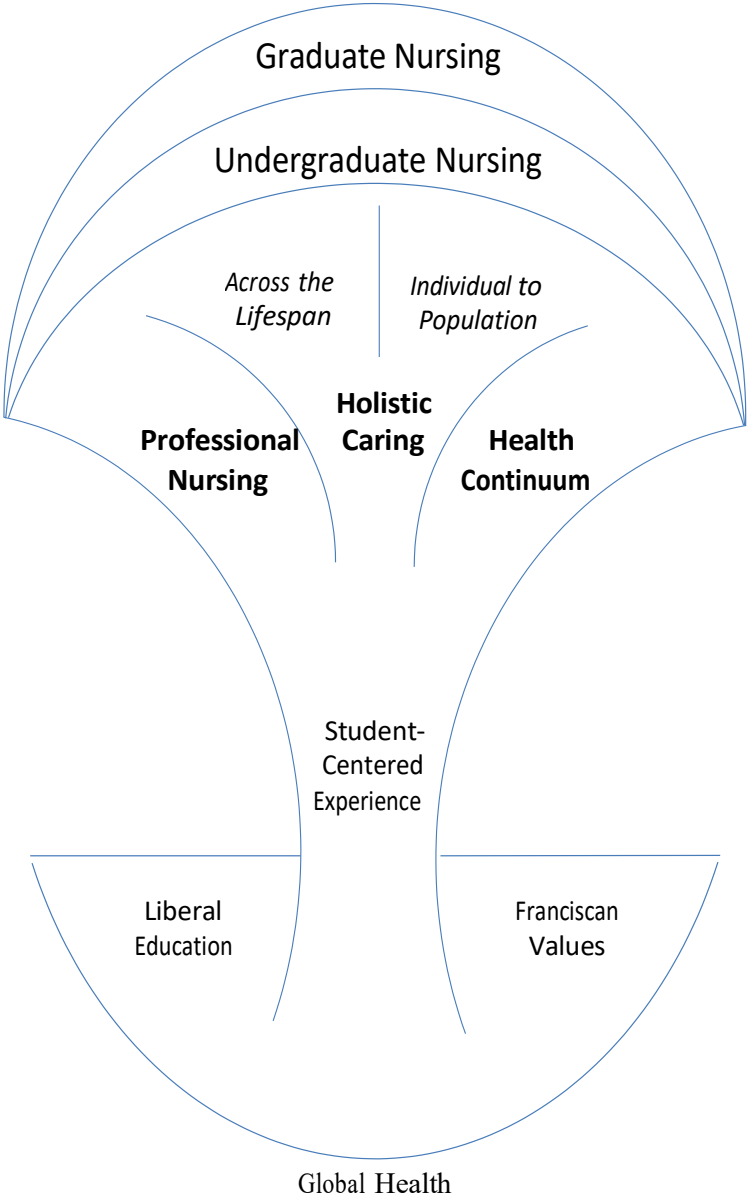
CONCEPTS AND DEFINITIONS

Holistic Caring Construct: *Using the nursing process and critical thinking to work collaboratively with individuals, families, communities, and populations across the lifespan to safely meet their healthcare needs with full consideration of values, preferences, strengths, and needs.*	
Individual, Family, Community, Population	Individual: A person who has physical, developmental, psychological, ethnic, spiritual, and social characteristics.
	Family: Two or more individuals who identify themselves as a family and exhibit a degree of interdependence
	Community: Group of people acting within a social network and often living or working within a specific region.
	Population: Group of people sharing common characteristics or interests
Across the Lifespan	Pre-birth
	Infants (Birth - 1 year)
	Children (1 year - 12 years)
	Adolescents (13 years - 18 years)
	Adults (18 years +)
	Adults 65 years +
	Adults 85 years +

Professional Nursing Concepts: *Concepts addressing the roles and responsibilities inherent in professional nursing practice as well as the resources and influences impacting healthcare.*	
Advocate	One who pleads a cause on behalf of others
Change Agent/Leader	One who provides inspiration and guidance to accomplish common goals as a Franciscan servant leader
Communicator/ Collaborator	One who exchanges ideas in a respectful partnership for a shared purpose
Safety/ Quality Improvement	Reducing risk and improving health through continuous monitoring of care and care outcomes
Ethical Principles	Caring framework of professional and personal values including empathy, altruism, autonomy, human dignity, integrity, social justice, spirituality, and Catholic healthcare ethics
Legal Principles	Fundamental laws related to provision of health care
Health Policy	Principles or guidelines reflecting dominant social values with the goal of improving health outcomes
Evidence-Based Practice	Translation of existing evidence into safe nursing practice
Reflective Practice	The process of reflecting on one's actions for the purpose of continuous personal and professional development

Health Continuum Concepts: *Concepts that address the dynamic aspects of health across the lifespan and healthcare contexts.*	
Cognition/Perception	Feeling or awareness of environment
Mobility	Movement within a living environment
Nutrition/Elimination	Body functions related to the ingestion of nutrients and the secretion and excretion of waste
Oxygenation	Ventilation, including exchange of gases
Perfusion	Circulation of blood to and from the body organs and tissues
Protection/Adaptation	The ability to guard against or respond to internal or external stressors
Regulation/Metabolism	Physical and chemical processes to promote equilibrium
Sexuality	All aspects of sexual well-being

FRANCISCAN MISSIONARIES OF OUR LADY UNIVERSITY
School of Nursing
Bachelor of Science in Nursing Programs

ACCREDITATION

The Bachelor of Science in Nursing (BSN) program at Franciscan Missionaries of Our Lady University located in Baton Rouge, Louisiana is accredited by the Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000. The most recent accreditation decision made by the ACEN Board of Commissioners for the Bachelor of Science in Nursing (BSN) program is Continuing Accreditation

MISSION STATEMENT OF THE SCHOOL OF NURSING

In keeping with the spirit of the Franciscan Missionaries of Our Lady University, the School of Nursing prepares exceptional, innovative, reflective nursing professionals to assume leadership roles addressing the needs of individuals, families and diverse communities in the dynamic healthcare system. Graduates demonstrate service, scholarship, collaboration and lifelong learning while advancing the profession of nursing.

MISSION STATEMENT OF BSN PROGRAMS

The Bachelor of Science in Nursing programs build on a foundation of the arts and sciences to form self-directed, nurse generalists prepared to assume leadership roles in the delivery of evidence-based nursing care. The nursing programs develop professional nurses within an educational climate of honesty, respect, inquiry, service, and collaboration.

PROGRAM LEVEL STUDENT LEARNING OUTCOMES

The outcomes listed below are congruent with the mission of Franciscan Missionaries of Our Lady University and flow from the School of Nursing Philosophy. Upon completion of the Bachelor of Science in Nursing program, the graduate will be able to:

I.   Provide holistic nursing care to individuals, families, communities, and populations across the lifespan, the health continuum, and healthcare contexts.
II. Integrate knowledge from the arts, sciences, and nursing in the delivery of high-quality nursing care.
III. Translate existing evidence into safe nursing practice.
IV. Communicate and collaborate in respectful partnerships to optimize health.
V.   Function as a leader and change agent within dynamic healthcare systems using knowledge of health policies and legal principles.
VI. Apply ethical principles while serving as an advocate and a caring healthcare provider.
VII. Demonstrate reflective practice to support continuous personal and professional growth.

PRE-LICENSURE BSN PROGRAM

Pre-licensure Program Outcomes
1. At least 80% of graduates who test will pass the NCLEX-RN licensure exam on the first attempt.
2. At least 50% of students from the first nursing course will complete the program within 100% of program length (5 semesters).*
3. At least 90% of graduates will be employed within 12 months of graduation.

*For the Accelerated BSN track the program length is 4 semesters

Louisiana State Board of Nursing Approval
The Nurse Practice Act of Louisiana requires that students must be approved by the Louisiana State Board of Nursing (LSBN) to practice as student nurses prior to enrolling in clinical nursing courses. The LSBN requires persons who have been arrested, charged with, or convicted of any criminal offense in any state to petition the Louisiana State Board in writing for the right to practice as a student in Louisiana. The LSBN also requires persons who have any addiction or impairment which may affect their ability to practice nursing to petition for the right to practice as a student prior to enrolling in a clinical nursing course. The *Application for Approval to Enroll in a Clinical Nursing Course* form is provided to the student upon admission to the nursing program.

Students must submit to a criminal background check per LSBN requirements. Information on the procedure for completing the criminal background check is provided to students upon admission to the nursing program. Final program acceptance may be contingent upon criminal background check results and is contingent upon LSBN approval.

Judicial Declarations
Any student issued citations, summons, warrants, or arrests after initial approval to enter a clinical nursing program must disclosed such to the Associate Dean of Nursing and LSBN. All arrests related to driving while impaired are reportable. Failure to notify the program of an arrest or charge is grounds for disciplinary action up to and including dismissal from the program, regardless of whether the arrest or charges lead to conviction.

Medical Disclosures
After initial approval to enter a clinical nursing program, any student diagnosed with a medical, physical, mental, or emotional condition that could impact their ability to safely practice as a nursing student, must disclose this condition to Associate Dean of Nursing and LSBN. Failure to notify the program of a condition is grounds for disciplinary action up to and including dismissal from the program.

Core Performance Standards for Admission and Progression

The practice of nursing requires specific skills, attributes, and qualities. The Core Performance Standards of the School of Nursing identify the behavioral criteria which allow the student to safely perform nursing care and successfully progress in the nursing program. If at any point the student nurse is unable to meet the Core Performance Standards, they will be dismissed from the program.

ISSUE	STANDARD	EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)
CRITICAL THINKING	Critical thinking ability for clinical judgment to provide quality, safe patient care; intellectual ability to acquire, assimilate, integrate, apply information, and problem solve.	Identify cause-effect relationships in clinical situations, develop and implement nursing care plans according to priorities of care, respond appropriately to emergency situations in the clinical settings. Evaluate care plans and treatment orders.
INTERPERSONAL	Interpersonal skills to interact with individuals, families, and groups, in different settings and from a variety of social, cultural, and intellectual backgrounds.	Establish therapeutic relationships with patients and professionals; establish rapport with other individuals in the classroom and clinical setting.
COMMUNICATION	Ability to interact with others in standard English in verbal and written form. Speaking ability to be able to converse with a client about his/her condition and to relay information about the client to others.	Explain treatment and procedures, initiate health teaching, establish therapeutic relationships, document and interpret nursing actions and patient responses. Communicate information effectively with health care professionals, faculty, and students.
MOBILITY	Physical ability to provide for patient safety, to move around the physical plant, to maneuver in small places, and the physical health stamina to carry out nursing care.	Strength and psychomotor coordination necessary to perform technical nursing procedures and cardiopulmonary resuscitation at floor or bed level. Coordinated mobility around in patient's rooms, work spaces, and treatment areas. Lift, move, position, and transport patients without causing harm, undue pain, or discomfort to self or patient. Transport and reach mobile equipment in a timely and cautious manner.
MOTOR SKILLS	Gross and fine motor abilities to provide safe and effective nursing care.	Calibrate, use, and manipulate equipment and instruments in a safe and effective manner. Position patients in a safe and appropriate manner.

ISSUE	STANDARD	EXAMPLES OF NECESSARY ACTIVITIES (NOT ALL INCLUSIVE)
SENSORY	Use of the senses of vision, hearing, touch, and smell to observe, assess, and evaluate effectively (both close at hand and from a distance with auditory aids or corrective lenses, if needed).	Hear monitor alarms, emergency signals, auscultate sounds, and cries for help. Hearing ability to understand the normal speaking voice without viewing the speaker's face (to ensure that the nurse will be able to attend to a client's call for help either softly or as a cry) and to hear high and low-pitched sounds with a stethoscope. Visual acuity to identify visual changes in a client's condition or to see small print on medical equipment, medications, and supplies. Smell noxious fumes and body fluids. Observe patient's physical and emotional responses. Assess changes in color, texture, and temperature. Perform motor skills for physical examination and/or those related therapeutic interventions.
BEHAVIORAL	Possess and exhibit emotional and mental stability, motivation, and flexibility to function in new and/or stressful environments and to fulfill program requirements.	Recognize possible changes in patient's behavior/response or health status. Ability to demonstrate caring/empathetic behavior in the classroom and clinical setting. Manage assignments and schedule changes in classroom, laboratory, and clinical setting. Compliance with University and School of Nursing policies. Ability to respond appropriately to constructive criticism and direction from faculty, clinical staff, and peers during the learning experience. Ability to manage a progressive increase in classroom and clinical academic load. Ability to prioritize tasks in order to utilize time effectively. Ability to organize personal life in order to meet curricular requirements. Stamina to fulfill the requirements of the program and the customary requirements of the profession. Demonstrate personal and professional judgment and insight.
COGNITIVE	Utilize previous theory content/skills to enhance learning. Comprehension of written and verbal information. Application of previous content/skills in new situations. Ability to organize and synthesize facts and concepts.	Ability to effectively participate in classroom discussion and clinical conferences with faculty, other students, health professionals, patients, and/or family members. Ability to transfer classroom knowledge to the clinical setting. Ability to successfully complete written and computer-based assignments to prepare for licensing exams. Ability to comprehend and respond to verbal commands and questions.
ETHICAL	Uphold honesty and personal integrity in all campus/clinical activities. Function as a patient advocate when planning and implementing nursing care.	Serving as a patient advocate at all times and speaking on behalf of the patient's well-being when he/she is unable to do so. Reporting unethical or dangerous behavior that could affect patients or the campus community in general. Plagiarism, test cheating, withholding required information, falsifying documents, providing false information, re-constructing tests are some examples of unethical behavior.

GENERAL POLICIES OF THE
SCHOOL OF NURSING

The educational environment of the School of Nursing has been carefully cultivated to foster equality for all students throughout their educational experience. Professionalism, integrity, and excellence are the cornerstones of each program. Chief among the values of the Franciscans and the University are service, justice, humility, reverence and love for all of life, and joyfulness of spirit. In turn, students enrolled in nursing courses are expected to consistently demonstrate these values in addition to kindness, compassion, honesty, integrity, patience, and respect for all others.

Academic Honesty
Please refer to the University Student Handbook for the Academic Honesty Policy.

Accommodations
Please refer to the University Student Handbook for information regarding disability services in its entirety. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amended Act of 2008, as updated in 2011, if you have a documented disability and wish to discuss academic accommodations, please contact the Office of Student Affairs as soon as possible at (225) 526-1620 or studentaffairs@franu.edu. Students must be registered through Student Affairs to receive any accommodation. Faculty must implement accommodations in a reasonable time which means a time frame that is efficient and effective to get the accommodations in place. The student or faculty member should contact Student Affairs if they have questions regarding accommodations.

Advising
All nursing students are assigned an advisor. The purpose of the academic advising process is to assist the student in examining their educational goals, providing accurate information pertaining to core curriculum and major requirements, clarifying policies and procedures, evaluating and monitoring student progression, assisting students to access needed resources, and advising students on the selection of courses. Students are ultimately responsible for ensuring that they have met the obligations of their program plan of study before graduation.

Communication
Students are responsible for full knowledge and compliance with all announcements and communication posted in their Moodle course shells and on the University portal. Students are required to frequently check their University e-mail and course announcements in Moodle.

Campus Dress Code
It is the policy of Franciscan Missionaries of Our Lady University School of Nursing to define appearance guidelines for appropriate attire. Students are expected to wear clothes that are neat, clean, and modest in nature.

Computer Competency

All students are responsible for attaining basic computer skills. Web-enhanced courses use a variety of learning activities that require students to access and effectively use electronic information resources. Students also must complete computer training necessary to meet the requirements of clinical facilities.

Nursing courses use a learning management system for distribution of materials and for communicating with students. Students will be introduced to the course site at the beginning of the semester. Class activities and assignments are based upon the assumptions that students:

- Can type accurately
- Have personal computing experience, including using the Internet
- Have out-of-class access to a personal computer either on or off-campus
- Use University student e-mail
- Understand how to use Moodle

Any student who does not meet these assumptions should contact the Program Director prior to beginning classes.

Technology Requirements

Students must have a Windows or Mac based computer available to complete coursework and take exams. Pre-licensure students must have a portable laptop meeting the specifications below.

Note: While tablets, smartphones and other mobile devices may allow access, they are not guaranteed to work in all areas and cannot be used for testing.

Supported Hardware (Minimum requirements)

- Processor: 2GHz processor
- Memory: 8GB
- Hard Drive: 256GB, Solid State Drive (SSD) suggested
- Sound Card, Microphone, and Speakers: Required
- Adapter: Wireless Adapter
- Internet Connection: Broadband
- Webcam: Required
- Warranty: User Preference, four years suggested
- Backup Drive: Strongly recommended

Important Information About Surface Pro, Chromebook and iPad:

- Surface Pro is supported but Surface (non-pro) is not supported
- Chromebook is not supported
- iPads are not recommended and cannot be used for testing

Supported Operating Systems
- Windows 10 version 2004 and higher (Please note Windows RT and Windows RT 8.1 are not supported.)

- MAC OS X version 10.14.6 and higher is supported for most course materials, but there may be applications that require a supported Windows Operating System (e.g., Microsoft Office 365).

Productivity Tools

- Microsoft Office 2016 (Windows)
- Microsoft Office 2016 (MAC)

Supported Internet Browsers

Note: We recommend installing multiple browsers for use with our technologies, some web-based applications may not fully function due incompatibility issues, try using a different browser before calling support.

Windows OS Users
- Google Chrome version 90 and higher (Recommended)
- Microsoft Edge version 90 and higher
- Firefox version 89 and higher

Mac OS Users
- Google Chrome version 90 and higher (Recommended)

Additional Settings

Please refer to your browser's Help features to check these settings.
- Pop-Up Blocker should be disabled
- Cookies should be enabled
- Local Administrator

Third-party Applications

- Adobe Acrobat Reader (Version DC)
- Java v7 or higher
- Antivirus application (updated regularly)

NOTE: Occasionally a course may require additional plug-ins not listed here, but plan to have the plug-ins listed above installed in advance.

ExamSoft Requirements:

- Screen resolution should be at least 1280 x 768. Scaling should be set to 100%

Some courses may require additional computer requirements set by ExamSoft. You can check additional requirements based on your OS at examsoft.com. Please note, minimum requirements of ExamSoft may not meet the University minimum requirements.

HIPAA Regulations – Health Insurance Portability and Accountability Act
HIPAA regulations are intended to protect patient privacy. Therefore, "any information that relates to the past, present, or future physical or mental health of an individual, or provides enough information that leads someone to believe the information could be used to identify an individual must be kept in strictest confidence" (NCSBN, White Paper: A Nurse's Guide to the Use of Social Media, 2011, p. 1). Therefore, all personally identifying information must be removed from student papers, such as care plans and case studies. Information to be removed includes the individual's name, initials, address, phone number, fax number, and social security number. Student papers may not be copied for careless circulation and handling. These written documents containing private health information must be carefully shredded to prevent the circulation of confidential patient information. Confidentiality and privacy also extend to oral communications which extends beyond the need to know for treatment and/or educational purposes.

Clinical agencies are also mandated to follow HIPAA regulations. Students will therefore be required to meet any and all of the clinical agency's requirements as part of the clinical affiliation. Be aware that HIPAA is a Federal Law (the Health Insurance Portability and Accountability Act of 1996). Penalties for wrongful disclosure range from fines to imprisonment.

All students must adhere to the HIPAA regulations in order to protect patient privacy. Breaches of patient confidentiality or privacy can be intentional or inadvertent and can occur in a variety of ways (via written or verbal communication, i.e., through clinical documentation or social media communications, or any other means referencing information pertaining to patient care). Failure to comply with the HIPAA regulations results in dismissal of the student from the program. The student may not re-enroll in the nursing degree program. The Louisiana State Board of Nursing is notified in all cases of HIPAA violations.

Intellectual Property Policy
All course materials, including online content, are property of Franciscan Missionaries of Our Lady University and may not be shared, distributed, or published outside the University. Students are authorized to view, copy, and print documents as needed for successful completion of coursework. Contents may not be copied for personal, commercial, or non-commercial use. Course participants retain copyright of all course assignments and posts; however, these materials may be used for educational purposes within the given course, or future courses. In group projects, only the portion of the work completed by that individual is copyrighted by that individual. Students must observe all applicable restrictions when obtaining copyrighted material from libraries and other sources. The copyright law of the United States (Title 17, United States Code) limits the use of photocopying and reproductions of copyrighted material. Copies may not be used for any other purpose than private study, scholarship, or research. Materials may not be shared, posted, or otherwise distributed without permission from the copyright holder.

Generative Artificial Intelligence Use Guidelines
Generative Artificial Intelligence (AI), such as ChatGPT, are algorithms and tools that can be used to create new content, including audio, code, images, text, simulations, and videos. Generative AI relies on large language models that use advanced statistical techniques to analyze and understand natural language data and generate human-like responses. Because of these capabilities, generative AI has raised issues concerning academic integrity, authorship, and student engagement. The BSN program has always embraced technological advances and believes generative AI can be a tool to help students in their academic endeavors.

The scientific community as a whole has had to adjust to the introduction of generative AI. Several publishers of well-respected peer-reviewed journals have published guidelines on the use of generative AI in publications. Consensus appears to be reached on authorship. Most believe generative AI programs cannot be

listed as authors since they cannot be held to account for the work. Two schools of thought appear to be emerging, forbid the use of any generative AI content in publications or allow the use of it but detail exactly how it was used and what it created. For example, *Science* journals have the following artificial intelligence policy:

> Text generated from AI, machine learning, or similar algorithmic tools cannot be used in papers published in *Science* journals, nor can the accompanying figures, images, or graphics be the products of such tools, without explicit permission from the editors. In addition, an AI program cannot be an author of a *Science* journal paper. A violation of this policy constitutes scientific misconduct.

Nature journals take a different approach in their large language model guidelines:

> Large Language Models (LLMs), such as ChatGPT, do not currently satisfy our authorship criteria. Notably an attribution of authorship carries with it accountability for the work, which cannot be effectively applied to LLMs. Use of an LLM should be properly documented in the Methods section (and if a Methods section is not available, in a suitable alternative part) of the manuscript.

The BSN program has decided that the use of generative AI will be decided by the instructors of each course. Each instructor for each course will determine whether they will allow the use of generative AI. Instructors can decide to prohibit the use of generative AI or they may permit the use of generative AI. Each course will include information on the course syllabus and Moodle page regarding the use of generative AI. Please note, it is a violation of academic integrity to submit work generated by AI and claim it to be your own original work. Any student that does this without clearly and explicitly stating that generative AI was used to create the work and outline how it was used to create the work will be subject to potential disciplinary action. All written assignments for every course (including discussion forum posts) must also be submitted to a TurnItIn submission link. TurnItIn has a feature that can detect work it believes was generated using AI with 98% confidence.

Social Networking Policy
Please refer to the University Student Handbook for the University Social Networking Policy. Student nurses are engaging much more frequently with social networking sites and electronic communications (such as Facebook, email, texting, Twitter, Instagram, etc.) to share experiences. Without a sense of caution, the sharing of experiences can potentially result in disclosing too much information and possibly violating patient privacy and confidentiality.

Therefore, students may not engage in inappropriate and unprofessional behaviors including, but not limited to, the following:
- derogatory and defamatory statements regarding fellow classmates and faculty;
- posting information in sufficient detail allowing for patient identification;
- referring to patients in a degrading or demeaning manner;
- posting video or photos of patients or clinical settings.

Students violating the Franciscan Missionaries of Our Lady University School of Nursing Social Networking Policy will face disciplinary action including, but not limited to, dismissal from the nursing program. It is important to note that all students engaging in the conversation or responding to any postings will be held accountable.

Violations are forwarded to the Provost, Vice President of Academic Affairs for further review and may lead to dismissal from the University. Additionally, all occurrences regarding the violation of this

policy are forwarded to the Louisiana State Board of Nursing.

Faculty/Staff-Student Relationships
Faculty and staff must establish and maintain an appropriate level of professional cordiality and pleasantness in student interactions. However, the University strictly prohibits all faculty and staff members from having any type of social relationship with any student enrolled in the University. This includes dating and/or any other type of inappropriate non-academic, nonprofessional encounters or relationships. Therefore, **students are prohibited from being "friends" and/or "following" faculty on Social Media.**

Student Employment
Students are permitted to engage in employment if scheduled working hours do not interfere with school responsibilities such as attendance at class, clinical experience, scheduled conferences, and/or official school meetings. According to Louisiana Law, the practice of nursing by nursing students is allowed only as a part of their prescribed curriculum; therefore, nursing students without a valid nursing license are not permitted to accept employment as a nurse in any institution, clinic, or office. Those students who are employed as nurse technicians must adhere to the scope of activity described in the agency position description and are accountable for their actions.

Course Grade Determination
The requirements for satisfactory completion of the nursing courses are clearly stated in each course syllabus along with the process of grade determination. The final course grade for many undergraduate clinical nursing courses consists of a theory grade and a clinical grade. In order to progress in the curriculum, the student must achieve a minimum of a "C" in the theoretical component and a "PASS" in the clinical component.

The theory grade is determined by specific criteria outlined in the course syllabus. Nursing courses use a variety of methods for evaluating student achievement of course objectives such as quizzes and exams, papers, class presentations, and group assignments. Because the practice of nursing is dependent upon integrating knowledge throughout the course of study, the quizzes, exams, and other assessments include previously covered material.

Grading Scale (unless otherwise specified as Pass/Fail)

A	=	94 – 100	=	4 quality points
B+	=	91 – 93	=	3.5 quality points
B	=	87 – 90	=	3 quality points
C+	=	84 – 86	=	2.5 quality points
C	=	80 – 83	=	2 quality points
D+	=	78 –79	=	1.5 quality points
D	=	75 – 77	=	1 quality points
F	=	0 – 74	=	0 quality points

Grades are calculated to the second decimal place (hundredths column). Only the <u>final course average</u> is rounded off to the nearest whole number. Only the first decimal place (tenths column) is rounded. For example, a final course average of 79.50 is rounded to 80. An average of 79.49 is <u>not</u> rounded to 80.

The clinical grade in undergraduate nursing courses (Pass/Fail) is determined by the student's achievement of all clinical competencies. The final course grade is reported as the theory grade, provided the student passes the clinical component of the course. If the student fails the clinical component, the final course grade is reported as "F," regardless of the grade in the theory component of the course.

Grade Appeal Policy
Please refer to the University Student Handbook for the Grade Appeal Policy.

Academic Grievance Policy
Please refer to the University Student Handbook for the Academic Grievance Policy.

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COURSE POLICIES

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Class Attendance
Learning is an interactive process whereby the student and teacher work together to achieve the desired results. Regular attendance in class increases the student's chance of being successful in nursing courses. Therefore, all class attendance is **MANDATORY, whether offered face-to-face or online**. Attendance is monitored, and students are expected to be **on time** for classes. Faculty reserve the right to restrict classroom entrance once class begins.

In the event that a student must be absent from class, **the student must** notify the course faculty at least thirty minutes prior to the scheduled class time. This communication must be directly from the student to the faculty member (not through a classmate).
1) The second absence will result in a conference with course faculty.
2) A third absence will require a conference with the Retention Coordinator during which a Success Plan will be developed.
3) Failure to adhere to the Success Plan may result in an F grade in the course and possible program dismissal.

See the course syllabus for course-specific policies regarding attendance and tardiness.

Class Cancellation
In the event that a class must be cancelled, faculty will make every effort to notify students at least 24 hours before the scheduled class time.

Preparation
Students are expected to complete required assignments prior to attending class and clinical. Active class participation is expected. Classroom and clinical time are intended to discuss and clarify pre-class/clinical assignments. Information covered in pre-class/clinical assignments, class, and clinical may be included on exams.

Behavior

Students are required to adhere to the values and behaviors of civility, respect, and human dignity outlined in the Community Creed and the mission of the University.

Mobile devices must be silenced or turned off and <u>may not</u> be used during class or clinical time for personal phone calls, texting or taking pictures. Students should inform family and/or significant others to call the University main number at 225-526-1700 or the School of Nursing office at 225-526-1750 in case of an emergency.

Zoom Etiquette

You've had years to learn how to behave in a face-to-face classroom but what about an online classroom? Here are five easy-to-follow rules to ensure you are making the best virtual impression.

- **Clothing is NOT optional.** Remember that, even though you may be alone at home, your professor and classmates can SEE you! While attending class in your pajama bottoms is a tempting option, you'll want to make sure that you are presenting yourself in the best possible light at least from the waist up. Put on a clean shirt. Run a brush through your hair. Brush your teeth and put on deodorant... no, they can't smell you through the screen but that is just good common hygiene.

- **Be aware of your surroundings.** Your professor and classmates can also see BEHIND you. Make sure that there is nothing in the background (traffic, other people, a pile of laundry) that may distract from the class. While it is not necessarily the best choice to attend class from your messy bedroom, it may be the only place you can find peace and quiet away from roommates or family members. If that is the case, you can employ a Virtual Background to hide what you don't want seen.

- **Mute is your friend.** Once you log in to the virtual classroom, be sure to mute your microphone (lower left-hand corner). This will help to eliminate background noise that could distract others.

- **Raise your hand and wait to be called upon.** If you wish to speak, either physically raise your hand or use the "Raise Hand" button at the center of the bottom of your screen. Once the teacher calls on you, unmute yourself and begin speaking. When you have finished speaking, indicate you are done by saying something like "That's all" or "Thank you" and then mute your microphone again.

- **If you don't have anything nice to say...** The Zoom chat feature is a tool to make comments and ask questions without interrupting the speaker but be aware that your comments are public and are recorded in the minutes of the session. As you most likely learned in your first face-to-face classroom back in kindergarten, "If you don't have anything nice to say, don't say anything at all."

Written Assignments

The faculty of the School of Nursing provides opportunities to enhance writing skills throughout the curriculum. Written assignments must be completed in compliance with APA guidelines and the faculty's instructions. The student must use correct grammar, punctuation, and spelling.

After completing any online assignment, keep a copy of your completed assignment and your grade (if appropriate). This avoids receiving a grade of zero as a result of technological errors.

Quizzes

Policies regarding quizzes can be found in the course syllabus or supplemental course materials.

Late Assignments

The due date and time for assignments will be posted in the course calendar and/or course management system (Moodle). If a student is unable to submit an assignment on the due date, the student may contact course faculty no later than 24 hours prior to the due date in an attempt to arrange a mutually agreed upon alternative due date. If the student fails to submit the assignment by the due date or the alternative due date, the grade on the assignment will be reduced by 10% of the total assignment grade for each day the assignment is late. Assignments submitted later than 72 hours after the due date will receive a zero.

Testing Policies

General Testing Policy (Includes exams, standardized tests, or other proctored assignments)

1. It is the student's responsibility to know their student identification number and all login information.
2. Students should answer each question before moving to the next question. Students will not be allowed to backtrack to review or answer previous questions.
3. Students must have the following items for computer-based exams or risk forfeiture of attempt:**
   a. A fully charged laptop that meets the specifications outlined in this handbook and in ExamSoft literature along with a power cord (unless testing occurs on University computers); laptop should be able to operate on battery for at least 3 hours and notifications should be turned off. Set updates to manual, not automatic, to avoid potential incompatibilities with Examplify.
   b. Most recent version of Examplify software downloaded on laptop (unless testing occurs on University computers); and
   c. Student picture ID.
4. Students may <u>not</u> bring the following items into the testing environment:**
   a. Ear buds
   b. Noise cancelling devices/headphones
   c. Earphones
   d. Cellular phones/smart phones or tablets
   e. Smart watches
   f. Calculator (calculators will be available on computer-based testing platforms)
   g. Food or drink
   h. Personal items (backpacks, purses, bags, keychain bags, hats, etc.)
   i. Textbooks, notes, and other resources, unless specified by course faculty.
5. Students <u>may</u> bring the following items into the testing environment:
   a. Foam or rubber ear plugs (without Bluetooth technology, any other technology, or wires connected.)
   b. One (1) white board no larger than 9x12, remote testing only
   c. One (1) dry erase marker, remote testing only
   d. One (1) palm size mirror (no smaller), remote testing only
6. Students must dress appropriately in accordance with the campus dress code during on campus or online exams.

7. Students must download exams in ExamSoft **one hour before the scheduled exam**. If the student fails to download an exam by the deadline, the student will be allowed to download and take the exam with the other students and must complete the *Exam Issue Form*. This attempt will be considered the one opportunity for a make-up exam. Students who have already taken a make-up exam in the course will not be allowed to take the exam and will receive a grade of 0% per the missed exam policy.

8. Each assessment session has a prearranged time limit. The time allowed for the exam will be noted within the assessment. Students who have special testing accommodations will receive their extended time (it is built into the student profile on computer-based testing platforms).

9. If taking remotely, assessments are to begin within 5 minutes of the scheduled assessment start time. (If the assessment is scheduled to begin at 0800, the password for ExamSoft exams will be emailed no later than 0758 and the student must begin the assessment by 0805).

10. No talking or other communication is allowed once a testing session begins. If taking remotely, all sound is recorded and will be analyzed with the uploaded exam.**

11. Faculty will not answer questions during tests.

12. Prior to leaving the testing room, students must check out with a faculty member to ensure that their test is complete, and their answers have been submitted for grading.**

13. If a student experiences a laptop problem or malfunction prior to, during, or upon exiting an exam, he or she must immediately notify the proctor.

14. Loitering in the hallway during testing is not permitted. ON CAMPUS TESTING ONLY

15. Students may not attempt to access exam items outside of the testing environment.**

16. The only references used in determining a correct answer on a test will be the required course textbook(s), required reading assignments, class content and posted resources, and any other relevant assigned course materials.

17. If a student leaves the testing environment for any reason, the student will not be allowed to return to complete the test. The exam will be terminated. ON CAMPUS TESTING ONLY

18. Examination Tardy/Absence

    a. In the event that circumstances prevent a student from arriving on time, the student is expected to notify the course faculty prior to the scheduled exam time. Upon arrival to the exam, the student must report to the front office. Students arriving after the test/assignment has been distributed or testing code has been issued **may** be permitted entrance provided that no student has left the testing environment. **This will count as a make-up exam.** In the event that any student has left the testing environment, the student must schedule a make-up exam with course faculty and follow the *Missed Exam Policy*.

    b. Students must notify the course instructor if they will not be present to take an examination at the scheduled time and follow the *Missed Exam Policy*.

    c. Make-up examinations are scheduled at the discretion of the course faculty.

**Failure to comply with these requirements will be considered a breach of academic integrity and will result in a zero/deduction in points on the exam and may lead to program dismissal.

For remote, proctored testing:

1. The student must download and install the latest version of the ExamSoft's Examplify product or the Respondus LockDown Browser and Monitor, as assigned, prior to a proctored examination, assignment, or quiz.

3. Students must take all proctored examinations, assignments, or quizzes using the software assigned by course faculty. Students who fail to use the assigned testing software will receive a grade of zero for that exam.

4. Students are responsible for assuring they have the minimal computer requirements for using these products.

5. Proctored testing software records video and audio of exam takers during secure assessments, which are uploaded upon assessment completion and reviewed for potential breaches of academic integrity.
6. Students who tamper with the proctored testing software in any way will receive a grade of zero for that exam (i.e., covering camera during the exam).

Examination Day Testing Procedures/Requirements for Computer-based testing:
1. Students:
    a. Must take the exam in a well-lit, distraction reduced environment with no one else present (including but not limited to family members, children, visitors, and pets). The testing environment must be a quiet room that does not permit foot traffic of any kind. The testing environment must always remain free of all other persons during the examination.
    b. Are not allowed to have outside audio.
    c. Must enable their laptop's microphone and camera prior to the exam.
2. Password:
    a. Each exam is password-protected. The password will be emailed to students at least 2 minutes prior to the beginning of the exam.
3. Exam Download, Upload and Completion:
    a. Students are required to download the exam in the timeframe allotted by the course faculty. Students will receive a download message informing them of this timeframe.
    b. Students must upload the exam immediately following the exam and prior to the published examination upload deadline. Failure to upload the exam prior to remote deletion may result in the student receiving a zero for the exam.
    c. Remote deletion of the exam will occur if the student has not taken the exam within the scheduled time frame.
    d. If a student leaves his or her testing environment for any reason, he or she will receive a grade of zero for that exam.
4. Additional distance education remote examination requirements:
    a. At the beginning of the exam, when monitoring has begun, and prior to answering the first questions of the exam, each student must rotate the camera SLOWLY and provide the proctor with a 360-degree full view of the room including a full view of the desk or testing surface, the ceiling, beneath the desk or testing surface, and the student's chair or seating surface. The views should allow time for the proctor to identify room structures. Failure to do so may result in a zero for that exam. The room scanning instructions are as follows:
        i. Lift up your computer or webcam, turn it all the way around SLOWLY to the left, then right, then up to view the ceiling, and down to view the floor so that the camera can see the entire room (360-degree panoramic view);
        ii. Turn your computer/webcam so the camera can get a view of your entire work surface (it should be completely clear, no papers, writing instruments, devices, etc.);
        iii. Place a mirror in the palm of your hand and hold it up to the side of your face (your computer/webcam should be able to see the reflection of your computer screen, its outer frame, and keyboard);
        iv. If you have a white board, show the camera the white board front and back;
        v. If you are using earplugs, show them to the webcam, then insert them in your ears.
    b. Immediately after answering the final question but prior to finishing the exam and submitting, each student must rotate the camera and provide the proctor with a 360-

degree full view of the room including all structures previously mentioned. Failure to do so may result in a zero for that exam.

    c. The student is to make a concerted effort to face his/her screen during the entirety of the exam. Facial and eye movements are monitored and tracked by artificial intelligence algorithms or external proctor, and deviation from the screen will be flagged for faculty review.

    d. Irregular keystrokes are monitored and flagged.

    e. Immediate student review upon completion of the exam will not be available, in order to protect the integrity of the assessment. Grades will be posted in Moodle per the University policy.

    f. Please allow extra time (up to 5 minutes) for the exam to upload. Do not exit Examplify or open additional windows until confirmation of upload is received.

5. If a student experiences a laptop problem or malfunction prior to, during, or upon completing an exam, he or she must immediately notify the proctor/instructor. If a student's laptop fails during an examination, the student may be allowed to take the exam at a later time at the discretion of the faculty member. The format of the exam will be determined by course faculty.

6. For those students who experienced a technical issue during upload, after the examination has concluded, an attempt may also be made to retrieve exam answers from the student's hard drive. Only if exam answers cannot be retrieved within 24 hours, may the Program Administration, in consultation with the course Faculty, determine additional remedial options, if any. However, no consideration will be given to a student who failed to alert the proctor/instructor at the time of the difficulty.

Missed Exams Policy for Non-Standardized Exams

The exam dates are given well in advance. It is the responsibility of students to adjust their work/family schedules accordingly. If an exam is missed, the professor must be informed within 24 hours, or in the case of an emergency e.g., accident/hospital admission, the professor should be informed as soon as possible.

If a make-up is allowed, the format for the make-up exam is at the discretion of the professor, and will be administered at a date, time decided by the professor. If the student misses the scheduled make-up exam, the student will receive a grade of 0% on the exam.

Only one make-up is allowed for exams under special circumstances, which are:
- Personal emergency (i.e., illness or accident of the student) within a reasonable time prior to the exam.
- Illness or accident involving close family member.
- Death of close family member.
- Jury or court appearances.
- Military service.

Make-up exam will only be allowed with valid documentation. The professor reserves the right to determine the genuineness and validity of the absence and allow a makeup exam. Any subsequent missed exams will be assigned a grade of 0%.

Exam Review Policy for Non-Standardized Exams

The purpose of an exam review is to provide students with an opportunity to identify patterns of mistakes or subject content deficiencies. The exam review is not an opportunity for students to challenge the validity of exam items or debate scores. Exam reviews are an optional service and are not guaranteed nor required but administered at the prerogative of each course instructor. Students should remain collegial at all times during the exam review.

Students may review their individual exam following posting of the exam grade in the course management system.
1. Each exam may be reviewed only once.
2. Students are not allowed to bring any items into exam review.
3. Individual exam reviews are scheduled by appointment only. An exam review session will not be rescheduled for students who do not attend the scheduled session.

Timeframe for review of exams:
1. The last exam of a course must be reviewed within 5 business days following posting of the grade in the course management system.
2. The individual review for all other exams may occur no later than one business day prior to administration of the next exam.

Zoom Exam Review Session:
1. Inquiries about specific examination questions will not be permitted.
2. Students are not permitted to leave the meeting area during an exam review session.
3. Students must stay in view of the webcam with video on during the review session.
4. Students will not be allowed to review individual exam items. The instructor will review exam content as necessary and in alignment with exam statistics.
5. Students are not allowed at any time or under any circumstances to discuss exam items with peers.
6. Unauthorized distribution or receipt of test questions, attempts to access the exam or exam items outside of the scheduled administration period, or any attempts to copy, photograph, or otherwise distribute or duplicate exam items is considered cheating and as such, will be subject to disciplinary action and/or dismissal from the program.
7. The following materials are prohibited during the exam review session:
   a. mechanical or electronic devices such as cellular telephones, electronic tablets, calculators, digital watches, watches with computer communication and/or memory capability, recording or filming devices, notebooks, textbooks, writing utensils, radios, hats, book bags, backpacks, briefcases, purses and any item that has the potential to undermine exam security.
8. The Undergraduate Nursing Program reserves the right to discontinue all exam review sessions for students who violate policies related to exam review and/or the entire class should large-scale attempts to undermine exam security be identified. Attempts by students to undermine the secure examination policy may result in dismissal from the program.

Dosage Calculation Competency
Competency in dosage calculation is required in professional nursing practice. The nursing faculty is committed to ensuring nursing students meet expected nursing competencies and maintaining patient safety in the clinical environment. As a result, students are expected to take a dosage calculation examination at the beginning of every semester. This dosage calculation exam grade will not be calculated in the course grade. Objectives for the exam will be provided prior to testing.

1. Students will be required to achieve a minimum score of 90% on a course specific dosage calculation competency exam prior to the clinical experience and/or medication administration in each of the following nursing courses: NURS 2750, NURS 3710, NURS 3730, NURS 4750,

NURS 4790, and NURS 4795. Objectives for the exam will be provided prior to testing. Students will have three (3) attempts to meet the 90% benchmark.

2. On any attempt, if a student earns a passing grade on the dosage calculation competency exam but does not achieve 100% on the exam, the student must remediate with the course faculty.
3. If a student scores less than 90% on the first attempt, the student will be required to meet with the course faculty for remediation. The student may attend clinical but may not administer medications and will receive an unsatisfactory rating for medication administration on the clinical rubric.
4. After the second failed attempt, the student must continue to meet with course faculty for remediation. Additional remediation with the Retention Coordinator is highly recommended.
5. If the student fails the third attempt, the student will be withdrawn from the course with a grade of W because the student will be unable to meet clinical competencies for medication administration.

Testing Policy for Standardized Exams
The School of Nursing adopted standardized testing to assess student learning and assist students with preparation for the NCLEX-RN licensure exam. HESI specialty exams are administered in courses throughout the program and the HESI exit exam (E2) is administered in the last semester of the program.

Elsevier Program Solutions offers a carefully curated set of interconnected learning tools designed to enhance your learning experience and build a strong foundation of knowledge and clinical judgment skills for NCLEX® preparation and practice readiness. It aims to help you: build knowledge by reinforcing your understanding of key nursing concepts, apply clinical judgment by providing the tools needed to master essential nursing skills and develop your clinical decision-making abilities, and assess and review by evaluating your grasp of critical concepts and your ability to apply critical thinking and clinical judgment skills necessary for success on the NCLEX and in nursing practice.

<div align="center">Elsevier Products</div>

To explore more about your Elsevier products and how to effectively use them, visit the student training pages. Each product page offers a range of learning and training materials designed to help you feel confident and comfortable with your Elsevier resources. You access the Program Solutions Student Onboarding Hub by clicking here.

<div align="center">HESI Exams</div>

Standardized testing is used in the School of Nursing as part of the program assessment plan, as well as a tool for students to measure their progress and remediate in areas in which they may be deficient. Standardized testing will occur at designated points during the prelicensure undergraduate curriculum, as determined by the faculty and in consultation with the program director and the Dean. Please review associated course syllabi for standardized testing information and associated grading.

<div align="center">HESI Preparation</div>

Studying for the NCLEX is similar to training for a marathon—it requires consistent practice and preparation. The goal of Elsevier Adaptive Quizzing (EAQ) for the NCLEX is to help students achieve higher levels of mastery across a broad range of nursing topics throughout their program, ultimately supporting optimal performance on the exam.

RN Case Studies
Online case studies featuring application-based questions offer students an introduction to real-world scenarios, helping them develop the skills to manage complex patient conditions and make informed clinical

decisions. The questions address nursing care for a variety of physiological and psychosocial changes, along with related concepts in management, pharmacology, and nursing. Additionally, alternate-item format questions are included to provide students with practice on all types of NCLEX exam-style questions.

NCLEX EAQ
Elsevier Adaptive Quizzing (EAQ) for the NCLEX is a personalized, online practice tool designed to help students prepare for high-stakes, end-of-program tests, including the HESI Exit exam and the Next Generation NCLEX (NGN). Using an adaptive algorithm, EAQ tailors questions to each student's knowledge level, providing a customized learning experience. As students progress, the system adjusts the difficulty of questions, reinforcing key concepts and identifying areas that need improvement. With a wide range of practice questions covering essential nursing topics, EAQ helps students build confidence, master critical content, and strengthen their test-taking skills to ensure success on the NCLEX exam.

Sherpath EAQ
Elsevier Sherpath EAQ is an interactive learning platform that offers personalized, adaptive quizzing to help students prepare for the NCLEX and nursing practice. The system adjusts to each student's learning progress, providing targeted practice questions and feedback on areas that need improvement. With its wide range of practice topics, Sherpath EAQ reinforces key nursing concepts, strengthens clinical reasoning, and helps build the confidence needed for success on the NCLEX. This tool is designed to optimize your study time by offering a tailored, effective approach to mastering essential nursing content.

HESI Exit & Specialty Exams

- The Exit Exam (E2) is used to assess student readiness for licensure, with an exam blueprint that aligns with the most current NCLEX test plan.
- The passing score for the exit exam and specialty exams is 889 or higher (see Appendix A for Conversion Table). The exit exam and each specialty exam constitute 5% of the course grade.
- Students are encouraged to engage in self-quizzing, aiming to achieve at least novice-level mastery, with the goal of reaching intermediate mastery in the associated exit exam or specialty area before sitting for the exams.
- Students scoring below 889 on the first exam must retake it; those who pass may retake for a higher score. The highest score will be recorded in the learning management system.
- All students must complete their Personalized Learning Plan after any attempt (see Appendix B for Personalized Learning Plan Requirements).
- Any student sitting for the 2nd attempt must complete their Personalized Learning Plan by 12 noon CST the weekday before the scheduled exam.
- Personalized Learning Plans after the second attempt are due as determined by course faculty.

Remediation

Remediation is essential in the standardized testing process, as it helps improve student retention and academic performance. Each HESI exam offers personalized learning plans to help students reinforce their understanding of the content. Effective remediation is multimodal, and HESI Next Generation (HESI NG) provides case studies that enable students to apply the content they have reviewed. See Appendix B for remediation requirements after completing a content/specialty exam.

Available resources include:
HESI Testing Student Orientation
HESI NGN Item Types
HESI Dashboard Overview

<div align="center">Testing with HESI and ProctorU</div>

If the University switches to emergency remote teaching, HESI exams will be proctored via ProctorU.

Missed Exam Policy for Standardized Exams

Students are encouraged not to miss standardized exams as these tests cannot be made up. If a student misses (including arriving late) the first attempt, version 1, of a scheduled standardized exam, this first attempt is forfeited. Therefore, the student will have only one attempt to achieve a passing score (889) by taking version 2 of the standardized exam. Students who miss version 2 forfeit the attempt and will receive their version 1 grade.

<div align="center">CLINICAL AND PRACTICUM POLICIES</div>

Clinical Uniform Policy

It is the policy of Franciscan Missionaries of Our Lady University School of Nursing to define professional appearance guidelines that represent professional attire. The guiding norms for campus dress are neatness, cleanliness, and good taste. In the clinical setting, dress and grooming of all students must be consistent with safety and hygiene standards necessary to implement patient care.

Clinical uniforms should be worn **ONLY** on campus, in the clinical and skills laboratory area, and for faculty approved activities in the community. Each student is expected to keep the uniform clean, pressed, and in good condition. When uniforms are worn the student must wear the uniform in totality according to the School of Nursing uniform policy. Students who are dressed inappropriately or lack proper professional appearance will be dismissed from clinical and given an unsatisfactory for the day.

<div align="center">General Appearance & Hygiene</div>

- Students are expected to wear appropriately fitted clothing in the clinical and classroom setting. Clothing must be in good repair and well fitted, not too tight and not too loose.
- Undergarments must not be visible through clothing or above the waist band of pants.
- Makeup must be moderate in amount and tone. Bright colors may be distracting to the patient and may not be worn. If worn, artificial eyelashes must not be extreme in length or thickness.
- Students may not report to any clinical area with extremes in smell emissions to include, but not limited to cigarette smoke, perfume, cologne, or body odor.
- Students are expected to maintain good personal hygiene at all times.

<div align="center">Hair</div>

- Hair should be neat, clean, and well-groomed and the length should not extend below the collar. Longer hair must be pulled up and back. Hair should not hang in the face or contaminate any area or interfere with performance of safe nursing care.
- Hairstyles that are distracting and interfere with patient care are not acceptable. Hair must be a human color.
- Any hair ornamentation (headbands, bows, clips, pins) should be inconspicuous and professional and for the purpose of keeping the hair contained. Acceptable colors are white, black, and galaxy blue.
- Beards, sideburns, and mustaches must be short and well-groomed.

<div align="center">Fingernails</div>

- Natural fingernails must be kept clean, smooth, and well-manicured with tips no longer than ¼ inch.
- Artificial nails may not be worn by any student. Nail polish may not be worn by students in uniform.

<div align="center">Jewelry and Other Adornments</div>

- Excessive jewelry is not permitted in clinical areas. Students are limited to two pairs of small, simple, stud earrings and a single plain wedding band.
- Wedding, engagement, or other rings with stones are not permitted.
- Necklaces and bracelets are not permitted.
- Items placed on teeth that are not required for dental or medical reasons are not permitted.
- Facial and tongue piercings are not permitted.
- Any visible tattoos that are offensive or vulgar (profanity, nudity, racial or political symbols, etc.) should be covered at all times in the clinical setting.

Official Student Nurse Uniform

<div align="center">Women's Style Student Nurse Uniform</div>

- Landau ladies' white tops #8232 or #8219 OR Cherokee ladies white top #4700 with University name and crest on left chest and FranU with "School of Nursing" on the right sleeve.
- Galaxy blue pants (**no tapered or jogger pants permitted**) or galaxy blue knee length skirt
- Optional - Landau warm-up jacket galaxy blue #7525 OR Cherokee unisex jacket galaxy blue #4350 with University name and crest on left chest and FranU with "School of Nursing" on the right sleeve.
- Plain white socks or white hose or tights.
- Plain white tee under uniform top (long or short sleeve) (optional)
- White non-porous leather nursing shoes fully-heeled back, toe, and sides; in good repair; and impermeable to fluids. High-tops, open-toed shoes, and clogs are not acceptable.
- Shoelaces must be white in color and be tied.
- The FranU School of Nursing t-shirt or sweatshirt may be worn in lieu of the uniform top **in the skills lab and classroom, if applicable**.

<div align="center">Men's Style Student Nurse Uniform</div>

- Landau men's white 5-pocket scrub top #7489 OR Cherokee men's white scrub top #4777 with University name and crest on left chest and FranU with "School of Nursing" on the right sleeve
- Galaxy blue pants (**no tapered or jogger pants permitted**)
- Optional - Landau warm-up jacket galaxy blue #7525 OR Cherokee unisex jacket galaxy blue #4350 with University name and crest on left chest and FranU with "School of Nursing" on the right sleeve.
- Plain white socks
- Plain white tee under uniform top (long or short sleeve) (optional)
- White non-porous leather nursing shoes fully-heeled back, toe, and sides; in good repair; and impermeable to fluids. High-tops, open-toed shoes, and clogs are not acceptable.
- Shoelaces must be white in color and be tied.
- The FranU School of Nursing t-shirt or sweatshirt may be worn in lieu of the uniform top **in the skills lab and classroom, if applicable**.

Official Practicum Uniform (all students)

- White polo shirt with university name and crest on left chest and FranU with "School of Nursing" on the right sleeve.
- Blue uniform pants
- Athletic shoes of a neutral color will be worn. Foot attire must provide safe, secure footing and offer reasonable protection from hazards
- School-issued nametag must be worn while in the practicum setting.

Students in the practicum setting must follow all other requirements of the clinical uniform policy (appearance, hair, jewelry, etc.)

Health and Wellness Requirements

Students enrolled in School of Nursing clinical programs must meet the University health requirements related to immunizations, the annual tuberculin skin test, random urine drug screening, and CPR certification. Students must submit documentation of compliance with all requirements to the Office of Health and Wellness **and be cleared by the Office of Health and Wellness to attend clinical agencies and facilities.**

All Pre-licensure Nursing Courses

1. All nursing students must be in compliance with all Health and Wellness requirements by Friday before the start of classes.
2. Students must remain in compliance for the entire semester.
3. Students will receive a clinical variance if not in compliance for every on-site clinical experience. Students are encouraged to review the *Procedural Guidelines for Use of the Clinical Variance Form*.
4. Students may not attend any off-site clinical experience unless cleared by Health and Wellness. This will not be considered an excused clinical absence thus resulting in clinical probation. Students are encouraged to review the *Unexcused Clinical Absence Policy*.
5. No health requirement should be due between the first week of class and the date of commencement (graduation) for that semester.
6. Flu vaccine may be delayed based on availability.

Drug Screen

In addition to random drug screening, students may be screened for cause. The programs will follow the drug screening process as outlined in the *Student Health & Wellness Policies and Procedures*.

1. In the case of a positive drug test indicating use of a prescription medication, the student will be given 48 hours to produce a valid prescription for the medication to the drug screening facility. If the issue is not resolved in 5 business days, the student is subject to disciplinary action, up to and including dismissal from the program.
   a. **Please note:** Pre-licensure students must comply with LSBN requirements for disclosure of medical conditions and prescriptions.
   b. Disciplinary action may still apply regardless of validation of a prescription based on professional behavior and/or patient safety concerns.
2. In the case of a positive drug test for illegal drug usage or misuse of prescription drugs, the program will follow the policy as outlined in the *Student Health & Wellness Policies and Procedures*.
3. Students with a positive drug test may be required to undergo counseling, further evaluation, and/or subsequent drug screens at their own cost.

Medical Restrictions

Student must be free of all restrictions to participate in clinical activities. Following hospitalization or illness, the student must present a return-to-work certificate without restrictions from his/her physician to the Course Leader. Circumstances that may affect the safety of others or the student's safety also may require a return-to-work certificate, such as **pregnancy, communicable disease, or accidents**. It is the student's responsibility to communicate such circumstances to the Director of Campus Health and Wellness and the course faculty.

Standard Precautions (from Our Lady of the Lake Regional Medical Center)

Handwashing/Hand Hygiene: Wash after touching blood, body fluids, secretions, excretions, and contaminated items. Wash immediately after gloves are removed and between patient contacts. Avoid transfer of microorganisms to other patients or environments.

Wear Gloves: Wear when touching blood, body fluids, secretions, excretions, and contaminated items. Put on clean gloves just before touching mucous membranes and non-intact skin. Change gloves between tasks and procedures on the same patient after contact with material that may contain high concentrations of microorganisms. Remove gloves, promptly after use, before touching non-contaminated items and environmental surfaces, and before going to another patient, and wash hands immediately to avoid transfer of microorganisms to other patients or environments.

Wear Mask and Eye Protection or Face Shield: Protect mucous membranes of the eyes, nose and mouth during procedures and patient-care activities that are likely to generate splashes or sprays of blood, body fluids, secretions, or excretions.

Wear Gown: Protect skin and prevent soiling of clothing during procedures that are likely to generate splashes or sprays of blood, body fluids, secretions, or excretions. Remove a soiled gown as promptly as possible and wash hands to avoid transfer of microorganisms to other patients or environments.

Patient-Care Equipment: Handle used patient-care equipment soiled with blood, body fluids, secretions, or excretions in a manner that prevents skin and mucous membrane exposures, contamination of clothing, and transfer of microorganisms to other patients and environments. Ensure that reusable equipment is not used for the care of another patient until it has been appropriately cleaned and reprocessed and single use items are properly discarded.

Environmental Control: Follow hospital procedures for routine care, cleaning, and disinfection of environmental surfaces, beds, bedrails, bedside equipment and other frequently touched surfaces.

Linen: Handle, transport, and process used linen soiled with blood, body fluids, secretions, or excretions in a manner that prevents exposures and contamination of clothing, and avoids transfer of microorganisms to other patients and environments.

Occupational Health and Bloodborne Pathogens: Prevent injuries when using needles, scalpels, and other sharp instruments or devices; when handling sharp instruments after procedures; when cleaning used instruments; and when disposing of used needles.

Never recap used needles using both hands or technique that involves directing the point of a needle toward any part of the body; rather, use either a one-handed "scoop" technique or a mechanical device designed for holding the needle sheath.

Do not remove used needles from disposable syringes by hand, and do not bend, break, or otherwise manipulate used needles by hand. Place used disposable syringes and needles, scalpel blades, and other sharp items in puncture-resistant sharps containers located as close as practical to the area in which the items were used, and place reusable syringes and needles in a puncture-resistant container for transport to the reprocessing area.

Use resuscitation devices as an alternative to mouth-to-mouth resuscitation.

Patient Placement: Use a private room for a patient who contaminates the environment or who does not (or cannot be expected to) assist in maintaining appropriate hygiene or environmental control. Consult Infection Control if a private room is not available.

Isolation Precautions (from Our Lady of the Lake Regional Medical Center)

Standard Precautions
    Applies to <u>ALL PATIENTS</u>
    Applies to blood; intact skin; mucous membranes; and all body fluids, secretions, and substances except *sweat*,
    regardless of whether or not they contain visible blood.
Place a Standard Precautions sign on door of patients with known <u>Bloodborne Pathogens</u>

Illnesses Requiring Airborne Precautions
In addition to Standard Precautions – requires Negative Air Isolation room, wear <u>N-95 respirator.</u>
    Examples of such illnesses include:
            Measles
            Tuberculosis (TB)
            Varicella (Chicken Pox) requires Airborne and Contact Precautions
            Zoster (Shingles) that are disseminated or in the immunocompromised host requires Airborne and Contact
            Precautions

Illnesses Requiring Droplet Precautions
In addition to Standard Precautions –Negative Air <u>not</u> required. Wear regulator isolation mask.
    Examples of such illnesses include:
        Invasive *Haemophilus influenzae* type b disease, including meningitis, pneumonia, epiglottitis, and sepsis
        Invasive *Neisseria meningitidis* disease, including meningitis, pneumonia, and sepsis
        Other serious bacterial and viral respiratory infections spread by droplet transmission include:
        Diphtheria
        (pharyngeal)
        Mycoplasma
        pneumonia Pertussis
        Pneumonic plague
        Streptococcal pharyngitis, pneumonia, or scarlet fever in infants and young
        children
        Adenovirus and Respiratory syncytial virus – require Droplet in addition to Contact Precautions
        COVID-19 – requires Droplet and Contact Precautions, Enhanced precautions with N95 respirator and eye protection
        Influenza
        Mumps
        Parvovirus B 19
        Rubella

Illnesses Requiring Contact Precautions
In addition to Standard Precautions-Wear gloves when entering the room. Wear gowns if you have contact with the patient.
Examples of such illness include:
    Gastrointestinal, respiratory, skin, or wound infection or colonization with multi drug-resistant bacteria judged by the
    Infection Control program, based on current state, regional, or national recommendations, to be of special clinical and
    epidemiologic significance (e.g., *Methicillin Resistant Staph aureus (MRSA), Vanco. Resistant Enterococcus, (VRE),*
    etc.)
Enteric infections with a low infectious dose or prolonged environmental survival, including:
    Clostridium difficile
    For diapered or incontinent patients; enterohemorrhagic *Escherichia coli* 0157:H7, *Shigella,* hepatitis A, or rotavirus
    Respiratory syncytial virus, parainfluenza virus, or enteroviral infections in infants and young children.
    Skin infections that are highly contagious or that may occur on dry skin, including:
        Diphtheria (cutaneous)
        Herpes simplex virus (neonatal or mucocutaneous)
        Impetigo
        Major (noncontained) abscesses, cellulites, or decubiti
        Pediculosis
        Scabies
        Staphylococcal furunculosis in infants and young children
        Zoster (Shingles) disseminated or in the immunocompromised host requires Contact plus Airborne
        Varicella (Chicken Pox) requires Contact and Airborne precautions
        Viral/hemorrhagic conjunctivitis
        Viral/hemorrhagic infections (Ebola, Lassa, or Marburg)

Clinical Assignments to Persons with Infectious Processes
The following guidelines will be used for clinical assignments to persons with infectious processes:

1. Students in the clinical area have the responsibility to care for all patients with exception of those patients requiring the fit test or requiring the caregiver to wear the N-95 mask.
2. Students will rigorously comply with the Centers for Disease Control and Prevention (CDC) guidelines for preventing the transmission of HIV, Hepatitis B, and other blood-borne pathogens in health care settings. (*See Standard Precautions in the above section*)
3. **All patients should be considered as potentially infected**. Current information concerning Standard Precautions is reviewed and updated at the beginning of each nursing course. This is the responsibility of the course faculty.
4. Students exposed to blood and bodily fluids should inform the Director, Campus Health and Wellness.

Nursing Skills Lab and Simulated Environment Teaching Hospital (SETH) Guidelines
Simulation is a strategy that helps prepare learners for the complexities of clinical practice. The goal of the Skills Lab and Simulation is to provide a comprehensive, safe, and realistic simulated clinical experience. It is designed to simulate clinical settings, providing undergraduate students the opportunity to learn and enhance their skills. This is accomplished through the use of clinical case scenarios, faculty guidance, and technology resources that facilitate clinical critical thinking and decision-making.

<div align="center">Communication</div>

- Students must **sign in** when coming for individual practice without an instructor.
- Skills Lab hours are typically <u>Monday – Friday, 8 a.m. – 4 p.m.</u>, *but will vary*.
- Appointments for skills practice should be made with Skills Lab Coordinator

<div align="center">Hospital Environment</div>

- Students must wear approved clinical uniform and footwear when using the Skills Lab and SETH.
- Food, candy, and/or drinks will NOT be permitted in the Skills Lab and SETH.
- Mobile devices must be silenced or turned off and <u>may not</u> be used during lab/simulation time for personal phone calls, texting or taking pictures.
- Students and staff are expected to clean up after themselves.
  - Bed made and linen straight
  - Bed flat and placed in low position with side rails up
  - Manikin in bed
  - Chairs and over-bed table returned to correct place
  - All trash thrown away

<div align="center">Skills Packs, Safety, and Standard Precautions</div>

1. Skills packs are provided by the School of Nursing.
2. Skills packs are to be used to practice in the Skills Lab or at home.
3. Students must bring their skills pack to the lab each time they practice. Failure to bring skills pack and other supplies on skills practice days will result in an **unsatisfactory** for the day.

4. <u>No invasive procedure should be performed outside of the Skills Lab or on another person.</u> Invasive procedures are intended to be simulated on manikins.
   a. Invasive procedures include injections, IV insertion, infusing of IV fluids, medication administration, Foley catheterization, and nasogastric tube or feeding tube insertion.
5. <u>Practice medications and IV fluids are intended for simulation only.</u> Practice oral medications are not intended for ingestion. IV fluids may be out of date and also are not intended to be used for any other reason other than for simulation.
6. <u>All needles given in the skills pack must be disposed of in the sharps boxes</u> that are located above the beds in the Skills Lab. If the needle has a safety device, please engage the device before placing needle in the sharps box.
7. The Skills lab and SETH are not latex free.
8. Notify Skills Lab Coordinator if you have a latex allergy or sensitivity.

<div align="center">SETH Guidelines</div>

Franciscan Missionaries of Our Lady University has a simulation facility called *Simulated Environment Teaching Hospital* (SETH) where many of your simulated experiences will occur. The goal of the SETH is to provide a comprehensive, safe, and realistic simulated clinical experience. SETH is designed to simulate clinical settings, providing students the opportunity to learn and enhance their skills. This is accomplished through the use of clinical case scenarios, faculty guidance, and technology resources that facilitate clinical critical thinking and decision making. Simulation is an extension of clinical. Therefore, **all clinical policies (i.e., absence, tardiness, participation, professional behavior, etc.) will apply**.

1. Treat simulation as a real clinical environment.
2. Treat all manikins or participants as you would patients, family members, and/or team members.
3. You are an RN in the simulated environment, not a student RN.
4. Actually perform assessments or procedures as this will help you be able to obtain the data needed. If the simulator cannot give you the data, it will be given to you once you attempt the assessment (i.e., temperature).
5. Use appropriate infection control measures.
6. Dates will be indicated on many items with an XX.
7. No ink pens allowed near simulators.
8. No Betadine allowed near simulators.
9. Leave the simulation lab as you would a patient's room.
10. Information discussed during debriefing is confidential and should be treated as HIPAA information.
11. Faculty members are observers only and will be unable to give any information.
12. What happens in simulation stays in simulation.
    a. Please be aware that it does not help other students if they know what to expect.
    b. This provides a safe environment to make a mistake.
    c. Do not share any information regarding the scenario to anyone outside of debriefing.

General Preclinical Expectations
1. Obtain clinical assignment
2. No printing of patient related material is allowed. Students must hand write all information. It is a HIPAA violation to remove documents containing patient information from the hospital. Failure to comply will result in removal from the course with an unsatisfactory standing.
3. During preclinical, students must verify that all medications and treatments have a

physician's order.

4. Students should use preclinical to fully prepare to care for their patients (diagnostics, medications, treatments etc.). Unprepared students may receive an unsatisfactory (Clinical Variance) or be removed from the clinical unit for the day.
5. Do not remove the chart from the nurse's station.
6. Students are NOT to congregate at the nurse's station.
7. Review history, physician's orders, labs, progress notes, nurses' notes, vital signs, intake and output, other tests (all assessment data you think you will need).
8. The student should introduce themselves to the patient and family and use that time to assess the environment (equipment).
9. Begin work on the clinical paperwork. The clinical instructor will inform all students of clinical expectations and due dates for clinical paperwork.

Clinical Guidelines and Expectations

Lack of adherence to policies will result in consequences. Students may be sent home, receive a Clinical Conference, and/or receive a Clinical Variance Form depending on situation and number of infractions.

1. Proper uniform must be worn at all times.
2. All students are to be in the designated place or clinical unit on time and prepared to take report. Please refer to the laboratory and clinical tardiness policy for further details.
3. Students will have one 30 minute and one 15-minute break for each eight (8) hour clinical day.
4. Students must remain on campus during lunch breaks.
5. All paperwork will be due as designated by the instructor.
6. Clear and timely communication with instructor, staff, and peers is essential for patient safety and is required by clinical faculty.
7. Attendance in laboratory and clinical assignments is mandatory. Please refer to the laboratory and clinical absence policy for further details.
8. Each semester, students will be required to pass skills check-offs on skills covered in previous courses and skills introduced in current course. Students may not perform any skill in the clinical setting until they have successfully checked off on the skill.
   a. Students will have three (3) attempts to pass skills check-offs within two weeks.
   b. Students who fail the first or second check-off attempt must schedule an appointment for skills remediation with the Skills Lab Coordinator.
   c. Students who fail the third check-off attempt will receive a grade of F in the course for clinical failure.
9. Be prepared to discuss patients and the care at any time during the clinical day.
10. As students care for patients, any new assessment data, new problems, outcomes, or interventions identified should be added to all clinical paperwork.
11. Students are not to give any medications unless checked off with instructor first!! Instructor permission is required for any procedure or medication administration performed with staff. Students are responsible for knowledge of all prior skills and knowledge.
    a. The patient's arm band and all medications must be scanned before administering medications. The instructor will orient student to policies concerning scanning, discontinued medications and the process for obtaining medications for patients.
    b. Students are responsible for knowing:
       1. Drug classification
       2. Mechanism of action
       3. Reason patient is receiving this drug

4. Common adverse reactions/side effects
5. Nursing considerations – before, during, or after administration: vital signs, lab results, and other considerations.

12. <u>Use of personal mobile devices in clinical settings</u>:
    a. Students may use personal mobile devices for emergency purposes only.
    b. Emergency communication with these devices may be used only in a non-public or non-patient care area such as a staff break room.
    c. No text messaging, internet use, or social media is permitted during clinical/practicum experiences.
    d. All personal mobile devices must remain in silent mode or turned off during clinical/practicum experiences.
    e. Photographs/videotaping of any nature in the clinical/practicum setting is not permitted.
    f. Students are also required to adhere to more restrictive policies of the clinical institutions.
13. Students are expected to meet the Core Performance Standards of the School of Nursing.
14. Students are responsible for total patient care except for those skills not yet covered.
    a. Students are expected to retain the level of competency gained in previous clinical courses.
    b. Students are accountable for any real/potential violation of critical elements on every skill taught in preceding semesters.
    c. If the instructor prevents an error, the student remains accountable and is still in error.
15. Students are accountable for violation of patients' rights.
16. Students <u>may not access</u> their student Cerner, Pyxis, or blood glucose monitoring accounts outside of student clinical hours or in a manner inconsistent with OLOLRMC hospital policy as outlined in the *System Access and Confidentially Agreement* and the *Confidentiality Policy*. Violations may result in the student being immediately dismissed from the Franciscan Missionaries of Our Lady University School of Nursing.

Practicum Expectations & Safety Guidelines
1. Students are expected to be on time to practicum seminar and/or practicum setting.
2. Students, practicum faculty, and agency personnel should exchange contact information.
3. The student is expected to notify the practicum faculty and/or the agency personnel if the student is not able to arrive on time. Do not ask another student to give a message to the faculty or staff.
4. Mobile devices must be silenced or turned off and <u>may not</u> be used during practicum time for personal phone calls, texting or taking pictures.
5. Students are expected to communicate professionally with practicum faculty, staff, and participants.
6. Students are expected to be prepared for practicum experiences.
7. Students will follow all school and agency policies (including policies on confidentiality, documentation, transporting participants, use of equipment, etc.).
8. Students are expected to follow safety guidelines.
9. All practicum behaviors/activities should be focused on the practicum experience.
10. The student must participate in practicum activities as directed by the faculty/agency staff member.
11. No gum chewing is allowed.
12. There may not be secure storage available. Students should plan to lock unnecessary

belongings in the car and carry only what is needed.

Student safety is of primary importance to Franciscan Missionaries of Our Lady University. Students **must always** notify the practicum instructor of plans or changes to plans when working in the community. Students are expected to exercise caution by following these safety guidelines.

1. Ensure that the car is in good working order with plenty of gas.
2. Students should travel in pairs as much as possible.
3. Lock the car while driving.
4. Always be aware of the surroundings. If there is any danger, go to a place where there are plenty of people, like a shop, service station or business.
5. Have car keys ready before getting to the car.
6. Use caution in parking lots.
7. Do not park on an isolated or poorly lighted street.
8. Do not walk in poorly lighted areas, or dark doorways, or near shrubbery.
9. Lock the car when leaving it.
10. Do not leave a purse, backpack, computer or other belongings within view in the car. Lock these items in the trunk of the car or leave them at home.
11. Do not enter or stay in any environment that does not seem safe. Leave immediately and reschedule any appointment after discussing with the practicum instructor.
12. If a crime is observed being committed, leave the scene and call the police.
13. If suspicious of a person or circumstance, leave the area as soon as possible and go immediately to a safe place, such as a store or place of business.
14. If followed while walking, go directly, without running or looking back, to the nearest place of business and call 911.
15. Never share personal information with persons you are working with in the community.

Clinical Attendance Policies

The faculty considers laboratory/clinical/practicum (henceforth referred to as "clinical") attendance essential for providing opportunities to apply theory content to health care settings and practice.

<u>Clinical Tardiness Policy</u>

In the event that circumstances prevent a student from arriving on time to the clinical experience, the student is expected to do the following:

- Notify the Clinical Instructor at least thirty minutes prior to the scheduled clinical time. This communication must be directly from the student to the instructor.
- For practicum courses, the student must also notify the instructor and the community agency.
- For preceptorship courses, notify Preceptor and faculty on-call at least thirty minutes prior to the scheduled clinical time.
- Upon arrival to the clinical setting, report immediately to the instructor. The instructor will determine whether the student is able to participate in the clinical experience or receive an absence for the day. If the student is dismissed from the clinical experience for any reason, the student receives an absence for the day.
- For each tardy, the student will receive a *Clinical Variance Form*. Three clinical variances will result in clinical failure which will result in failure of the course.

<p align="center">Clinical Absence Policy</p>

It is mandatory that students attend all clinical experiences. Students will only be excused from clinical if there is an extenuating circumstance as defined by the Extenuating Circumstances Request policy below.

In the event that a student must be absent from clinical, **the student must:**

- Notify the Clinical Instructor at least thirty minutes prior to the scheduled clinical time. This communication must be directly from the student to the instructor.
- For practicum courses, the student must also notify the instructor and the community agency.
- For preceptorship courses, notify Preceptor and Faculty On-Call at least thirty minutes prior to the scheduled clinical time.
- Circumstances that may affect the safety of others or the student's safety, such as <u>pregnancy, communicable disease, or injury</u>, will require a Return-to-Work Certificate without restrictions in accordance with the University Student Handbook. It is the student's responsibility to communicate such circumstances to the Director of Campus Health and Wellness.

Failure to follow the reporting procedures for tardiness and absences will result in the student receiving an unsatisfactory rating on the clinical evaluation rubrics and a *Clinical Variance Form* and may result in Clinical Probation**.

<p align="center">Process for Extenuating Circumstances Requests</p>

A student who is absent from clinical may request consideration of extenuating circumstances. Extenuating Circumstances Requests will only be considered for illness/injury of the student or an immediate family member or death of the student's immediate family member.

<u>First Clinical Absence:</u>
Immediately upon return to school or clinical, the student must submit the *Extenuating Circumstances Request* via Softdocs to the **<u>Course Leader</u>** along with the required documentation (see below). The request may be granted at the discretion of Course Leader and Course Faculty members.

Required Documentation for Extenuating Circumstances
- Written verification of illness/injury of student or immediate family member
  - Emergency Room documentation
  - Physician note
- Death of an immediate family member
  - Evidence of death

<u>Second Clinical Absence</u>**:**
Immediately upon return to school or clinical, the student must submit the *Extenuating Circumstances Request* via Softdocs to the **<u>Course Leader</u>** along with the required documentation (see above). The request may be granted at the discretion of the Clinical Coordinator and Course Faculty members. The student will be placed on clinical probation for excessive absences even when absences are deemed extenuating.

<u>Third Clinical Absence:</u>
Immediately upon return to school or clinical, the student must submit the *Extenuating Circumstances Request* via Softdocs to the **<u>Course Leader</u>** along with the required documentation (see above). Any violation of the terms of probation in the probationary period may result in a course failure.

<div align="center">Process for Unexcused Clinical Absence</div>

Students who miss any clinical experience for reasons that are not deemed extenuating must meet with the Clinical Coordinator. Students may be placed on Clinical Probation** at the discretion of the Clinical Coordinator and Course Faculty.

Clinical Make-up

The student will be assigned a make-up day. The make-up day will be scheduled by the Course Leader. Failure to attend the make-up will result in failure of the course.

** Terms of Clinical Probation

Students who are placed on Clinical Probation for clinical absence(s) **will remain on probation for one (1) calendar year**. Subsequent unexcused clinical absences, excessive absences, or any violation of the terms of probation in the probationary period may result in course failure.

Examples of Unsatisfactory Clinical Behaviors

Unsatisfactory clinical behaviors that may require an unsatisfactory rating on the clinical evaluation rubrics, a Faculty Conference, and/or a Clinical Variance include, but are not limited to, the following:

1. Tardiness and Absence (see Clinical Tardiness and Absence Policies)
2. Failure to communicate appropriately and respectfully with faculty, patients, peers, and health care team members.
3. Inability to meet or maintain the behaviors identified in the Core Performance Standards, including, but not limited to:
   a. Failure to incorporate caring behaviors in patient care, i.e., meeting basic needs in a timely manner, demonstrating compassion.
   b. Inappropriate behavior such as abusive language, threats, assault and battery, theft, disruptive talking, chemical impairment, and insubordination.
4. Failure to maintain the required level of competency, including, but not limited to:
   a. Not following the six rights of medication administration.
   b. Inadequate preparation for clinical assignment.
   c. Demonstrating incompetence on the clinical unit.
   d. Failure to maintain patient confidentiality.
   e. Failure to maintain patient safety.
5. Failure to meet course requirements and outcomes, to follow school policies, and to uphold University values, including, but not limited to:
   a. Fails to meet clinical competencies as outlined on clinical evaluation rubrics.
   b. Visiting the patient for whom the student has provided care during non-clinical hours.
   c. Witnessing legal documents.
   d. Falsifying patient data and records.
   e. Loitering in the medical center/clinical service areas.

Procedural Guidelines for Use of the *Clinical Variance Form*

The purpose of the *Clinical Variance Form* (Appendix D) is to develop a plan of action to correct, eliminate, or improve the unsatisfactory behavior. When an unsatisfactory behavior in the clinical or practicum setting requires completion of a *Clinical Variance Form*, the faculty and student are to adhere to the following procedure:

1. The student is counseled by the clinical instructor regarding the unsatisfactory clinical behavior. The instructor documents the behavior on the appropriate area of the weekly evaluation tool and the *Clinical Variance Form*.
2. The instructor sends a copy of the *Clinical Variance Form* to the Course Leader and the Clinical Coordinator and may consult them, as needed.

3. A student will fail the clinical portion of the course if
    a. three (3) *Clinical Variance Forms* are received by the student
    b. the *Clinical Variance Form* provides documentation that the student committed an egregious behavior or a behavior which negatively impacts a patient's status.
4. Procedure for clinical failure:
    a. Counseled by the clinical instructor, Course Leader and the Clinical Coordinator.
    b. Informed in writing that the course grade is F and that further clinical practice in the course is suspended.
    c. Once the student is informed that the course grade is F, the student may not withdraw from the course.
    d. The student has the right to appeal the grade and must follow the procedure for Final Grade Appeal. If the student chooses to appeal, the student may attend class pending the results of the appeal process.

PROGRESSION POLICIES

Enrollment Policy
1. Students must seek approval from their advisor to self-register for all core nursing courses and Arts and Sciences courses.
2. Students are allowed to enroll **only twice** in each nursing course. Failure to successfully complete a course with a grade of C or higher after two enrollments will result in program dismissal.
    a. Students who drop a course during the add/drop period are not considered to be enrolled in the course.
    b. Students who withdraw from a course after the add/drop period will receive a designation of W on their transcript. Students with a W on their transcript are considered to have been enrolled in the course.
3. A student may receive a W grade two (2) times during the entire nursing program. A third withdrawal will result in program dismissal.

Good Standing Policy
A letter of good standing from the School of Nursing can be provided by the Associate Dean of Nursing or Program Director if the student is successfully progressing and/or eligible to continue in the program.

Progression Policy

In order to maintain progression status and be in good academic standing, the student must:

1. Obtain and maintain permission from the LSBN to progress;
2. Achieve a minimum grade of C in all courses in the nursing curriculum;
3. Complete the support courses with a grade of C or better as outlined in the curriculum plan;
4. Maintain continuous enrollment in the nursing curriculum sequence;
5. Meet the University and School of Nursing health and wellness requirements;* and
6. Meet the Core Performance Standards and expectations for behavior outlined in the University Student Handbook and Undergraduate Nursing Student Handbook.

*Students are required to submit evidence of compliance with all health and CPR requirements to the Office of Health and Wellness. **Students are not allowed to progress in the nursing program until evidence of compliance is submitted to the Office of Health and Wellness.**

Non-Progression Policy

Reasons for Non-Progression

A student is considered out of progression if they fail to meet one or more of the requirements for progression outlined above. Students may return to progression by following the re-entry procedures, provided they have not been dismissed from the nursing program. Students will be out of progression for the following:

1. Failure to obtain and maintain permission from the LSBN to progress
   a. Students must secure approval from LSBN before starting the nursing program.
   b. Students must disclose to the LSBN any change in criminal history or their ability to practice due to addiction or impairment that occurs during the nursing program.
2. Failure to achieve a minimum grade of C in all courses in the nursing curriculum within 2 attempts/enrollments;
   a. A student who fails a nursing course (grade of D or F) or withdraws from a nursing course <u>may repeat the course once</u>. If the student fails or withdraws from the same course on the second attempt, the student will be dismissed from the nursing program.
   b. A student who fails (as indicated by a grade of D or F) or withdraws from a nursing course must repeat both the theory and clinical components of that course.
   c. Students in the accelerated option who fall out of progression but remain in good standing may transfer into the traditional pre-licensure BSN program option or remain in the accelerated option. Consideration to remain in the accelerated option will be determined on a case-by-case basis by the Program Director.
   d. If a student fails a second nursing course, the student will be dismissed from the nursing program.
3. Failure to complete the support courses with a grade of C or better as outlined in the curriculum plan
   a. If a student has not successfully completed a required prerequisite for a nursing course, the student will not be allowed to progress in the nursing program until the requirement has been met.
4. Failure to maintain continuous enrollment in the nursing curriculum sequence
   a. Students who are voluntarily or involuntarily withdrawn from a nursing course are considered out of progression.

      b. If a student does not remain continuously enrolled (sits out a semester for any reason), the student is considered out of progression and must follow the procedure for reentry to enroll in nursing courses.

      c. Students who do not enroll in nursing courses for two or more consecutive semesters (Fall/Spring/Summer) must reapply to the nursing program. The faculty reserves the right to deny re-admission.

      d. Students in the accelerated option who fall out of progression but remain in good standing may transfer into the traditional pre-licensure BSN program option or remain in the accelerated option. Consideration to remain in the accelerated option will be determined on a case-by-case basis by the Program Director.

5. Failure to meet the University and School of Nursing health and wellness requirements

      a. Students will be withdrawn from courses if they fail to meet the requirements outlined for nursing students by the Office of Health and Wellness and School of Nursing.

      b. Students who are withdrawn will not be automatically re-enrolled once they have met the requirements. Instead, those students must follow the procedure for re-entry.

6. Failure to meet the Core Performance Standards and expectations for behavior outlined in the University Student Handbook and Undergraduate Nursing Student Handbook

      a. Students must meet the Core Performance Standards for admission and continue to meet these standards throughout enrollment in the nursing program.

      b. The handbooks outline behavioral expectations including, but not limited to, respect for others, respect for the learning environment, and academic honesty.

      c. A student will be withdrawn from nursing courses and/or dismissed from the nursing program for failure to meet behavioral expectations and Core Performance Standards described in the handbooks.

<p style="text-align:center;">Procedure for Re-Entry due to Non-Progression</p>

1. Complete the program "Non-Progression Form" via Softdocs.
2. Submit the completed form to the Associate Dean and Retention Coordinator.
3. Schedule an appointment with the Retention Coordinator.
      a. The purpose of this meeting is to develop a plan of action designed to facilitate future success in the course and/or the nursing program.
      b. Failure to schedule and attend this meeting prohibits the student from reenrolling in the program.
4. Collaborate with the Retention Coordinator and the Skills Lab Coordinator to review skills prior to re-entry. Students must demonstrate skills competency for all previous courses before being allowed to re-enter the nursing program.
5. The student will be administratively enrolled in the course(s) pending space availability.
6. Students falling out of progression, for any reason, will be placed in the curriculum in place at the time of reentry.
7. All degree requirements for the BSN program must be completed within 5 years of admission to the nursing program.

Academic Action Plan

According to *The Glossary of Education Reform*, the term "at-risk" is frequently used to describe students who are considered to have a higher probability of failing academically or dropping out of school. Students who are at-risk are identified as being in one of the following categories, either resulting in an Academic Action Plan.

A student will be placed on an Academic Action Plan if they:
1) Are enrolled in a second attempt in a course (including repeating due to failure or withdrawal).
2) Failed to complete the Personalized Learning Plan requirements by the deadline as determined by course faculty.

Terms of the Academic Action Plan will be outlined in the student's individual Success Plan/Contract (Appendix H). The Academic Action Plan form can be found in Softdocs.

- Students who complete the Personalized Learning Plan requirements before the start of the subsequent semester will be removed from the academic action plan.
- Students who successfully complete the repeated course will be removed from the academic action plan.
- Students who fail to meet with the Retention Coordinator or fail to complete their success plan/contract will receive an incomplete grade in the course.

Nursing Program Dismissal

Students may be dismissed from the program for failure to adhere to the standards and expectations outlined by the University and the School of Nursing. Reasons for dismissal from the nursing program include, but are not limited to, the following:

1. Clinical unsatisfactory behavior involving an egregious act or one that negatively impacts the patient's status.
2. Failure to adhere to the guidelines outlined in the University Student Handbook or Undergraduate Nursing Student Handbook.
3. Conduct which is inappropriate for either clinical or classroom (e.g., abusive language, threats, assault and battery, disruptive talking and improper use of clinical information systems).
4. Violations of the Social Networking Policy or Intellectual Property Policy
5. HIPAA violations
6. Sharing of patient information (either via comments, pictures, or any other communicative means) through e-mail or any social networking means.
7. Illegal activity
8. Chemical impairment in the school/clinical setting
9. Falsification of information given on official school documents
10. Falsification of records regarding patient care
11. Unauthorized possession of an examination
12. Participation in cheating or lying in reference to clinical or classroom assignments including the use of the clinical information systems at agencies used for clinical experiences.
13. Academic dishonesty
14. Failure to complete the program within five (5) years of date of admission

Re-Admission After Dismissal

Students who were dismissed from FranU SON or another baccalaureate nursing program must wait to apply to the nursing program at least **six (6) months** from the date of dismissal.

APPENDIX A
Franciscan Missionaries of Our Lady University
School of Nursing
HESI and Conversion Score Lookup Table

APPENDIX A

HESI and Conversion Score Lookup Table

Conversion Score	HESI Score Range	Conversion Score	HESI Score Range	Conversion Score	HESI Score Range	Conversion Score	HESI Score Range
100	>1111	75	834 – 844	50	556 – 566	25	278 – 288
99	1100 – 1111	74	823 – 833	49	545 – 555	24	267 – 277
98	1089 – 1099	73	812 – 822	48	534 – 544	23	256 – 266
97	1078 – 1088	72	800 – 811	47	523 – 533	22	245 – 255
96	1067 – 1077	71	789 – 799	46	512 – 522	21	234 – 244
95	1056 – 1066	70	778 – 788	45	500 – 511	20	223 – 233
94	1045 – 1055	69	767 – 777	44	489 – 499	19	212 – 222
93	1034 – 1044	68	756 – 766	43	478 – 488	18	200 – 211
92	1023 – 1033	67	745 – 755	42	467 – 477	17	189 – 199
91	1012 – 1022	66	734 – 744	41	456 – 466	16	178 – 188
90	1000 – 1011	65	723 – 733	40	445 – 455	15	167 – 177
89	989 – 999	64	712 – 722	39	434 – 444	14	156 – 166
88	978 – 988	63	700 – 711	38	423 – 433	13	145 – 155
87	967 – 977	62	689 – 699	37	412 – 422	12	134 – 144
86	956 – 966	61	678 – 688	36	400 – 411	11	123 – 133
85	945 – 955	60	667 – 677	35	389 – 399	10	112 – 122
84	934 – 944	59	656 – 666	34	378 – 388	9	100 – 111
83	923 – 933	58	645 – 655	33	367 – 377	8	89 – 99
82	912 – 922	57	634 – 644	32	356 – 366	7	78 – 88
81	900 – 911	56	623 – 633	31	345 – 355	6	67 – 77
80	889 – 899	55	612 – 622	30	334 – 344	5	56 – 66
79	878 – 888	54	600 – 611	29	323 – 333	4	45 – 55
78	867 – 877	53	589 – 599	28	312 – 322	3	34 – 44
77	856 – 866	52	578 – 588	27	300 – 311	2	23 – 33
76	845 – 855	51	567 – 577	26	289 – 299	1	12 – 22
						0	<12

APPENDIX B

Franciscan Missionaries of Our Lady University
School of Nursing
Personalized Learning Plan Requirements

Students are required to complete **all** components of their personalized learning plan requirements.

Specialty Exams:

HESI Exam Score	Personalized Learning Plan Requirements
889 or above	Review: 4 readings or videos Apply: 1 case study Assess: 5 quiz questions
867-888	Review: 7 readings or videos Apply: 1 case study Assess: 10 quiz questions
834-866	Review: 9 readings or videos Apply: 2 case study Assess: 15 quiz questions
Below 834	Review: 12 readings or videos Apply: 2 case study Assess: 20 quiz questions

Exit Exams:

HESI Exam Score	Personalized Learning Plan Requirements
889 or above	Review: 4 readings or videos Apply: 1 case study Assess: 5 quiz questions
867-888	Review: 7 readings or videos Apply: 1 case study Assess: 12 quiz questions
834-866	Review: 9 readings or videos Apply: 2 case studies Assess: 18 quiz questions
Below 834	Review: 12 readings or videos Apply: 2 case studies Assess: 25 quiz questions

APPENDIX C
Franciscan Missionaries of Our Lady University
School of Nursing
Student Acknowledgement of Policies and Procedures

I have been informed of and will comply with the policies and procedures in the University Catalog, the University Student Handbook, the School of Nursing Undergraduate Student Handbook, the Course Syllabus, and other course documents posted on Moodle. I am aware that this information is subject to change at any time by authority of Franciscan Missionaries of Our Lady University and the School of Nursing. If changes are made, I will be informed of the changes via electronic communication modes (e.g., University Web site, e-mail, or Moodle).

Course Number: _____

Student's Printed Name: _____

Student's Signature: _____

Date: _____

APPENDIX D
Franciscan Missionaries of Our Lady University
School of Nursing
Clinical Variance Form

Student Name _____

Course _____ Clinical Instructor _____

On (date) _____the course faculty discussed the incident which occurred at (clinical unit/facility)_____and determined it a clinical unsatisfactory behavior.

Describe the incident or circumstances that resulted in the student receiving an Unsatisfactory Behavior.

Plan of action to correct, eliminate or improve the behavior (this plan is determined by the clinical instructor and the student).

Student Comments:

I have been given the opportunity to meet with Course Faculty.　　☐　met with faculty
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　☐　chose not to meet with
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　faculty

_____ 　 _____ 　 _____

Clinical Instructor 　　　　　　　　　　Student Signature 　　　　　　　　　　Date

Revised 050625 LD

APPENDIX E
Franciscan Missionaries of Our Lady University
School of Nursing
Extenuating Circumstances Request

Student's Name _____

Course _____   Clinical Instructor _____

Date of Absence _____   Date of form submission _____

Process for Extenuating Circumstances Requests

A student who is absent from clinical because of illness or other unavoidable circumstances may request consideration of extenuating circumstances. **The student must:**

1. Submit the *Extenuating Circumstances Request* form immediately upon return to the Course Leader (for first absence) or to the Clinical Coordinator (for second and subsequent absences) along with the required documentation.
2. The request may be granted at the discretion of the Course Faculty and/or Clinical Coordinator.

Describe the extenuating circumstance:

Required Documentation for Extenuating Circumstances
- Written verification of illness of student or <u>immediate</u> family member
  - Emergency Room documentation
  - Physician note
- Death of an immediate family member
  - Evidence of death

Attach the required documentation to this form and submit to the Course Leader, if it is your first absence or to the Clinical Coordinator for second and subsequent absences**.**

Revised 050625 LD

APPENDIX F
Franciscan Missionaries of Our Lady University
School of Nursing
Student Conference Form

❒ Initial Conference ❒ Follow Up Conference

Student: _____ Date: _____ Course: _____

Reason for Conference:

❒ Exam Review ❒ Test Taking Strategies/Test Anxiety ❒ Time Management Strategies
❒ Tutoring (Dosage Calculations / Theory) ❒ Clinical Performance/Classroom Behavior
❒ Other: _____

Faculty Comments:

_____

_____

Student Comments:

_____

_____

_____

Collaborative Plan of Action:

_____

_____

_____

Follow Up Required: ❒ Yes ❒ No   **Review in _____ days / weeks**

Student Signature _____ Date: _____

Faculty Signature _____ Date: _____

APPENDIX G
Franciscan Missionaries of Our Lady University
School of Nursing
Non-Progression Form

Date: _____ Time: _____

Student's Name: _____ Student's ID: _____

Current Mailing address: _____

Current Phone numbers: (home) _____ (mobile) _____

Current email: _____

Please indicate reason for non-progression: ☐ Failure - NURS _____

☐ Withdrawal – NURS _____

☐ Sitting out one semester – Semester _____

Progression Plan

Semester: Fall_____ Spring_____ Summer_____   Year_____

NURS 2330_____NURS 2510_____

NURS 2750_____NURS 3710_____

NURS 3720_____NURS 3730_____

NURS 3735_____NURS 3750_____

NURS 4750_____NURS 4760_____

NURS 4790_____NURS 4795_____NURS 4910_____

Student's specific request related to progression plan:

Appointment Scheduled for Academic Action Plan: Yes _____No _____

I understand that it is my responsibility to submit an Intent to Graduate Form by the deadline published on the Academic Calendar for the semester in which I plan to graduate.

Signature of Student: _____ Date: _____

APPENDIX H
Franciscan Missionaries of Our Lady University
School of Nursing
Academic Action Plan

_____   _____
Student Name   Student ID

_____   _____
Anticipated graduation date   Current semester

Answer the following questions as thoroughly as possible.
Factors that affected my academic performance (check all that apply):

_ Do not attend class
_ Do not complete coursework/assignments
_ Poor health
_ Financial problems
_ Too many commitments
_ Family pressures
_ Lack of confidence in my abilities
_ Distracted by friends/social activities
_ Do not understand course content
_ Other: _____

_ Loneliness
_ Feel overwhelmed
_ Change in relationship with someone
_ Do not like school/university
_ Issues with living situation or roommate
_ Lack of focus on career goals
_ Lack of support from family/friends
_ Lack of interest in course material
_ Difficulty managing stress

Student support services that I have used (check all that apply):

_ Academic advising
_ Study groups
_ Writing Center
_ Peer Tutoring Services on Campus
_ Other: _____

_ Academic success workshops
_ Academic Coaching
_ Personal counseling
_ My professors

Strategies I currently use to bring out my best performance (check all that apply):

_ Seek tutoring
_ Balance my course load with other commitments
_ Participate in a study group
_ Other: _____

_ Limit the number of hours that I work at a job
_ Attend all classes
_ Schedule adequate amount of study time for courses

Strategies I will take to achieve success (check all that apply):

_ Attend all classes
_ Take notes that will enhance my studying
_ Go to class prepared
_ Ask questions in class to clarify my understanding
_ Actively engage in class
_ Attend all exam review sessions
_ Sit toward the front of the classroom
_ Stay on campus to study between classes
_ Prepare in advance for exams & projects
_ Complete all assignments in a thorough, timely manner
_ Set priorities
_ Other: _____

☐ Balance my course load with other commitments
☐ Think about success instead of failure while I learn or prepare for test taking
☐ Associate with students focused on academic success
☐ Learn, understand and practice course material rather than memorizing
☐ Use a planner/calendar to help me organize my time and activities
☐ Seek tutoring and participate in study groups to support my academic success.

Additional assistance/follow-up: I would like the following assistance to help me obtain academic Good Standing (check one or more):

_ Content clarification
_ Learn time management strategies
_ Learn note taking strategies
_ Learn test taking strategies
_ Explore other majors
_ Other: _____

_ Discover my learning style
_ Personal counseling
_ Learn about financial management
_ Learn more about available financial assistance

Agreement: I have completed my self-assessment and understand that to return to academic good standing I must satisfy the following requirements:

- Meet with course faculty for assistance as needed for content clarifications and concerns regarding the course and/or clinical.

- Meet with the Retention Coordinator (email update is acceptable) **week 3** of the semester, and other times as scheduled throughout the semester.

- Attend all Exam Review sessions for each exam in NURS_____.

- Complete the Adaptive Quizzing requirement: 100 questions/week in EAQ whenever applicable.

- Schedule an appointment at the FranU Learning Resource Center for Academic Coaching (email LRC@FranU.edu for appointment).

- Other:_____.

- Individual actions for success: List 3 specific actions you will do to affect change when the semester begins. These actions should be able to be evaluated for success next semester.

    1) _____

    2) _____

    3) _____

I agree to implement the above actions and strategies so that I can achieve academic success. If I fail to meet the requirements of this Success Plan/Contract, I will receive an incomplete grade in the course. I understand that I am ultimately responsible for my education and have resources available to me when I need assistance.

_____   _____
Student Signature   Date

_____   _____
Retention Coordinator Signature   Date

Follow-up:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____